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ABSTRACT

A survey of the graduates who had earned an associate degree in liberal arts or career programs at Greenfield Community College (GCC) from 1977 was conducted to determine the graduates' vocational and/or educational pursuits. Major findings for all GCC graduates, based on a 42% response rate, include the following: (1) 84% had been employed full-time since graduation: (2) 98% were currently employed full- or part-time and/or were students and/or homemakers: (3) 81% were currently Massachusetts residents: (4) 60% had earned in excess of $9,000 per year: and (5) 61% had gone on for further education, with 59% of these graduates receiving additional degrees. Major findings for the liberal arts majors, based on a 42% response rate, reveal that 64% were currently employed, 33% were employed part-time, and the remaining 3% were unemployed. The majority (80%) were Massachusetts residents, and 62% earned $9,000 per year or more. Most (81%) went on for further education, with 64% receiving additional degrees. Findings for the career program graduates were based on a 40% response rate, revealing that 65% were currently employed full-time. With regard to income, 57% earned $9,000 per year or more. Less than half (47%) went on for further education, but of these 54% eventually earned an additional degree. Textual and graphical summaries are provided for both respondent groups. (JP)

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A SURVEY OF THE GRADUATES, 1964 - 1977

GREENFIELD COMMUNITY COLLEGE

by

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and

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GREENFIELD, MASSACHUSETTS

JUNE 1978

JC 810 043

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Highlights

42% of all G.C.C. graduates responded to the survey. Of these:

84% have been employed full-time since graduation.

98% are currently employed full-time or part-time and/or are students and/or homemakers. The remaining 2% are currently unemployed.

81% are currently Massachusetts residents.

60% have earned in excess of $9,000/year (40% in the $9,000-$14,000 range; 15% in the $14,000-$20,000 range; and 5% in the $20,000+ range).

61% have gone on for further education. 59% of these received additional degrees.

40% of the career program graduates responded:

85% have been employed full-time since graduation.

80% have been employed in an area the same as or related to their G.C.C. program (65% in the same area and 15% in a related area).

82% of all career program graduates going on for further education enrolled in the same or related area of study as their G.C.C. program (62% in the same area and 20% in a related area). 47% of all career program respondents have gone on for further education.

45% of all G.C.C. graduates are men.

55% of all G.C.C. graduates are women.

ACKNOWLEDGEMENTS

In addition to those listed on the title page of this report, the contributions of the following persons are acknowledged: Robert Merriam, Luella McLaughlin, Donald Brown, Diana Roberts, Frank Mirabello, James Williams, Jean Call, Victoria Huff, Gail Ainsworth, John Pretto, Sandra Baker, Judy Hassell, and the staff of the Office of Student Personnel Services.

Table of Contents

	PAGE
Introduction	1
Purpose of the Study	4
Limitations	6
Results	7
Project Planning and Design	8
Summary and Conclusions	13
Recommendations for Future Study	18
List of Graphs	22

Appendix:

Appendix A. History of Curriculum Offerings at G.C.C.

Appendix B. Follow-up Survey Form, Cover letter, and follow-up postcard.

Appendix C. Project's Time Line.

Appendix C. Coding sheet for computer analysis.

Appendix E. Survey results for G.C.C. graduates, Classes of 1964 - 1977.

Appendix F. Survey results for liberal arts program graduates, Classes of 1964 - 1977; program description; employment list; further education list; additional comments.

Appendix G. Survey results for career program graduates, Classes of 1964 - 1977.

(Appendices H through AA contain descriptions of each of the career programs; the survey results for each program; a list of employers and jobs held by graduates of each career program; a list of colleges, universities and programs of study into which the graduates of each of the career programs transferred; and a listing of the additional comments made on the back of the survey forms by some respondents from each of the career programs.)

Appendix H. Art program information

Appendix I. Business Management program information.

Appendix J. Civil Engineering program information.

Appendix K. Community Mental Health program information.

Appendix L. Computer Science Technology program information.

Appendix M. Data Processing program information.

Appendix N. Early Childhood Education program information.

Appendix O. Environmental Science program information.

Appendix P. Fire Science Technology program information.

Appendix Q. Graphic Design program information.

Appendix R. Industrial Engineering program information.

Appendix S. Law Enforcement program information.

Appendix T. Marketing program information.

Appendix U. Media Technology program information.

Appendix V. Nursing program information.

Appendix W. Recreation Leadership program information.

Appendix X. Executive Secretary program information.

Appendix Y. Legal Secretary program information.

Appendix Z. Medical Secretary program information.

Appendix AA. Office Assistant program information.

Appendix BB. Comparison of survey results for liberal arts and career program graduates, and the graduates of each program.

Appendix CC. Position Paper Nos. 2 and 3 of the Task Force of the Small/Rural Community College, American Association of Community and Junior Colleges.

Bibliography

Introduction

Greenfield Community College is a rural community college in Western Massachusetts, and is one of fifteen community colleges operating under the authority of the Massachusetts Board of Regional Community Colleges and supported by the Commonwealth of Massachusetts.

This is a follow-up study of our graduates who have received academic degrees since the opening the College in 1962. Of particular interest are the employment and subsequent education patterns of our graduates. The analysis includes all G.C.C. graduates further elaborated by academic program, liberal arts and the career programs.

This follow-up project will help us plan our programs intelligently, manage efficiently, and describe ourselves effectively to the Board of Trustees and the Legislature. It will also provide facts needed about our graduates for the preparation of grant proposals.

An important part of accountability is information about our graduates and the impact a community college education has had upon their lives. Looking solely at graduate data reflects, however, only a part of our professional activity and not the total picture. Future studies will attempt to determine the impact a community college education has upon the lives of the many students who attend Greenfield Community College without formally receiving a degree.

The community college mission includes programs for students desiring transfer to the upper division of a baccalaureate degree program, and programs to prepare students for a variety of career positions in which an associate degree is necessary or desirable. To this end, Greenfield Community College now offers associate degree programs in:

Liberal Arts Program

General Program requirements

American Studies Concentration (Subject to MBRCC approval)

Data Processing Concentration

Mathematics/Science Concentration

Career and Transfer Programs

Accounting Associate

Art

Civil Engineering

Early Childhood Education

Engineering

Fire Science Technology

Graphic Design

Industrial Engineering Technology

Law Enforcement

Management

Management/Data Processing

Marketing

Media Technology

Nursing

Recreation Leadership

Secretarial Science

Executive

Medical

Legal

Certificate Programs

Fire Science Technology

Office Assistant

The liberal arts curriculum leads to the degree of Associate in Arts (A.A.); all other curriculums lead to the degree of Associate in Science (A.S.). No curriculum option allows fewer than twenty credits in liberal arts courses; most require more. A chart illustrating the history of Greenfield Community College curriculum offerings can be found in Appendix A.

Note: The second volume, including the Bibliography and the Appendices, is on file in the President's Office and the College Library.

Purpose of the Study

This project was the outgrowth of the two concerns:

(1) The internal need for Greenfield Community College to more accurately understand the impact it has upon its students; and

(2) The need to let our various external constituents know about the extent of this impact.

Institutional objectives included:

- o information for evaluating the placement success of G.C.C. graduates in jobs and further education.
- o descriptive data on former students for use in recruiting and in placing students.
- o the extent to which placement is related to educational training at G.C.C.
- o a data base on our graduates including the updating of addresses.
- o an on-going data collection process and the design of a future follow-up plan.
- o follow-up information in the on-going curriculum development efforts of the college.

Other objectives included:

- o a report describing the impact of a Greenfield Community College education to potential, current, and former students, to the taxpaying public, the State Legislature, and to the Massachusetts Board of Regional Community Colleges.
- o facts about our graduates required for federal funding proposals.

A search was made for follow-up studies and experiences at other community colleges. It was found that national or regional follow-up data on community college graduates has not been gathered.

However, there are a variety of reports available on the design and implementation of follow-up studies at community colleges. This information was helpful in the design of this project, especially the American Association for Higher Education's NEXUS information and referral service, the American Association for Community and Junior Colleges, the ERIC Clearinghouse for Junior Colleges, and the College Placement Council. References to these reports and studies are included in the bibliography.

Information Gathering

A three stage process was designed to gather the follow-up information on G.C.C. graduates. The survey form and a return envelope were mailed with a cover letter from President Lewis O. Turner. Two weeks later a follow-up postcard was sent to those graduates who did not return the survey. Ten days after the postcard was mailed we began three weeks of telephoning those who had not yet responded. This process proved to be very effective. There was a steady return of surveys, a surge coming just after the initial mailing, after the follow-up postcard, and throughout the telephoning. Copies of the President's cover letter and the postcard are included with the survey form in Appendix B. The time line can be found in Appendix C.

Analysis of Data

The information from the returned surveys was coded for computer analysis. (A copy of that coding sheet can be seen in Appendix D.) Employment history, information about further education, and current status were analyzed for all G.C.C. graduates responding. A further

breakdown was requested by academic programs and sex. A series of tables and graphs were then developed to display the data.

Limitations of the Study

There were several limitations to this follow-up study:

(1) The lack of time and resources led to the decision to do a follow-up report rather than a research project. At other community colleges this is a common pattern. The follow-up report can be substituted for a research project with a scientifically selected sample if the percentage of returns is respectable, which it was in our case with a return rate of 42%. However, the qualification must be added that these are follow-up results and do not represent the total number of graduates in any program or survey category. Conclusions can be drawn for only the graduates who answered the survey. The follow-up report provides a valuable picture of the employment and educational patterns of G.C.C. graduates.

(2) A decision was made to survey only graduates and not the many students who attended G.C.C. without formally receiving a degree. Graduate data describes only a portion of the educational contribution made by a community college.

(3) Student mobility was a significant factor. With a large number of our graduates going on for further education at other colleges and universities, there are many changes of address each year.

(4) Some respondents did not answer all of the questions on the survey. Therefore, some of the subtotals will be slightly less than some of the totals that appear in the tables throughout this report.

(5) Lack of national and regional data meant that we were unable to compare ourselves with other community colleges and particularly with other rural community colleges.

(6) Because of the general nature of liberal arts education at a community college, it could not be determined whether employment and further education patterns of liberal arts graduates were related or unrelated to their program of study at G.C.C.

(7) Rather than asking each graduate to make a determination, the coding of the employment and further education patterns of career program graduates were made by G.C.C. staff to insure consistency.

Results

The results of this graduate follow-up study will be presented under three categories: general findings, liberal arts, and career programs.

General Findings

The following results were obtained for G.C.C. graduates in the Classes of 1964-1977:

- o 42% of all G.C.C. graduates responded.
- o 50% of those who actually received questionnaires responded.
- o 84% of the graduates who responded have been employed full-time since graduation.
- o 65% of the graduates who responded are currently employed full-time.
- o 2% of the graduates who responded are currently unemployed.
- o The remaining 33% are currently employed part-time and/or are students and/or homemakers.
- o 81% of the graduates responding are currently Massachusetts residents.
- o 82% of those responding answered the salary range question: 5% of whom have earned more than $20,000/year; 15% of whom have earned

between $14,000 and $20,000/year; 40% of whom have earned between $9,000 and $14,000/year; 30% of whom have earned between $5,500 and $9,000/year; and 10% of whom have earned less than $5,500/year as their highest annual salary. Thus, 60% of those G.C.C. graduates answering the salary range question have earned in excess of $9,000/year.

- o 61% of the graduates who responded have gone on for further education: 5% of those going on for further education enrolled in certificate programs; 7% at a community college; 75% at a four year college; and 13% at a graduate school.
- o 59% of the graduates going on for further education received additional degrees or certificates.

The following graphs display employment status (Graph 1); highest annual salary (Graph 2); further education and highest level of further education and degrees received (Graph 3). A breakdown for men and women is also represented in each graph.

The raw data for these graphs and the preceding written summary can be found in Appendix E.

Project Planning and Design

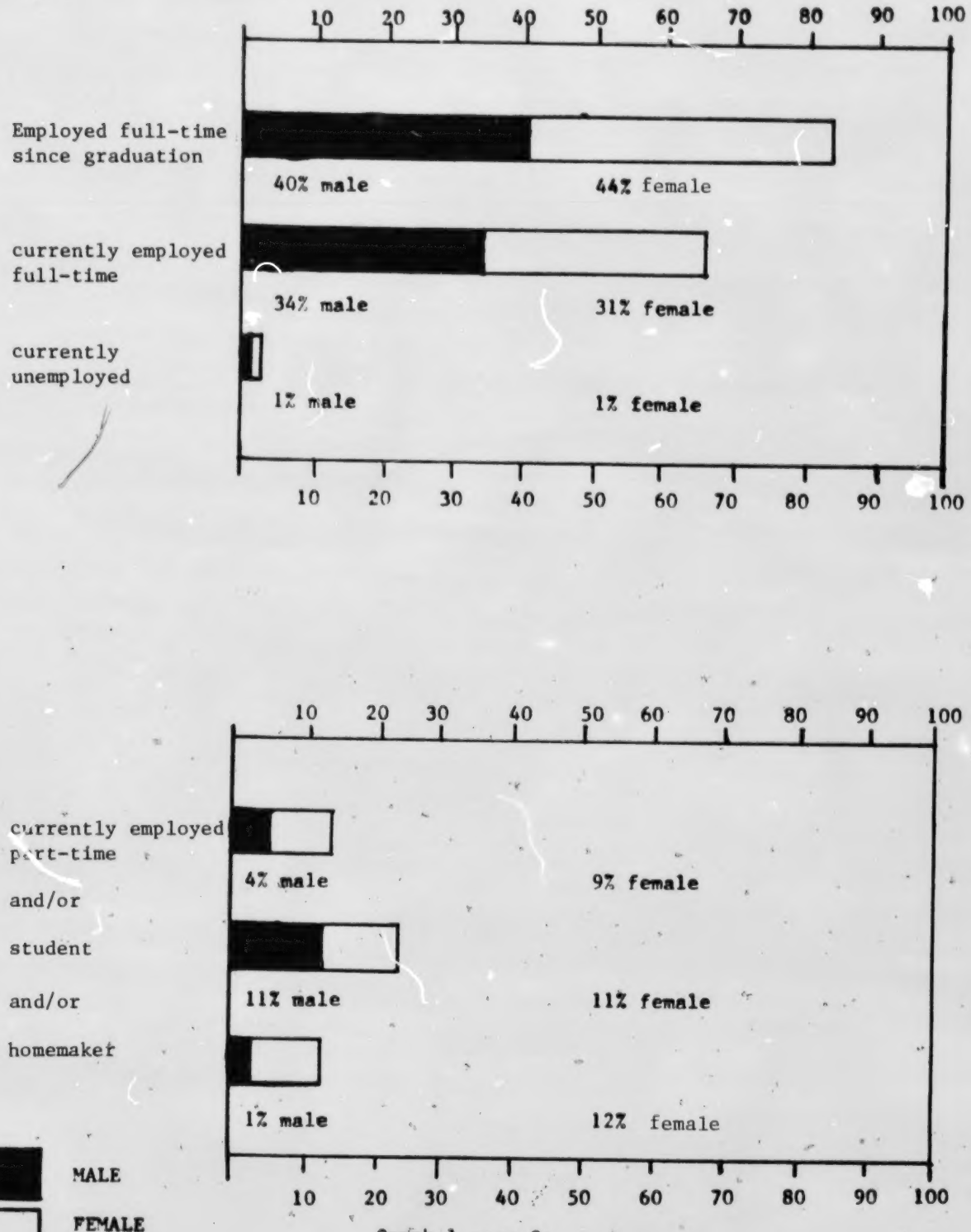
The major steps in the project planning and design included the research and development phase, the information gathering phase, and the data analysis phase.

Research and Development

The initial steps in the design of the project were the research of other follow-up studies and the development of follow-up instruments.

EMPLOYMENT STATUS

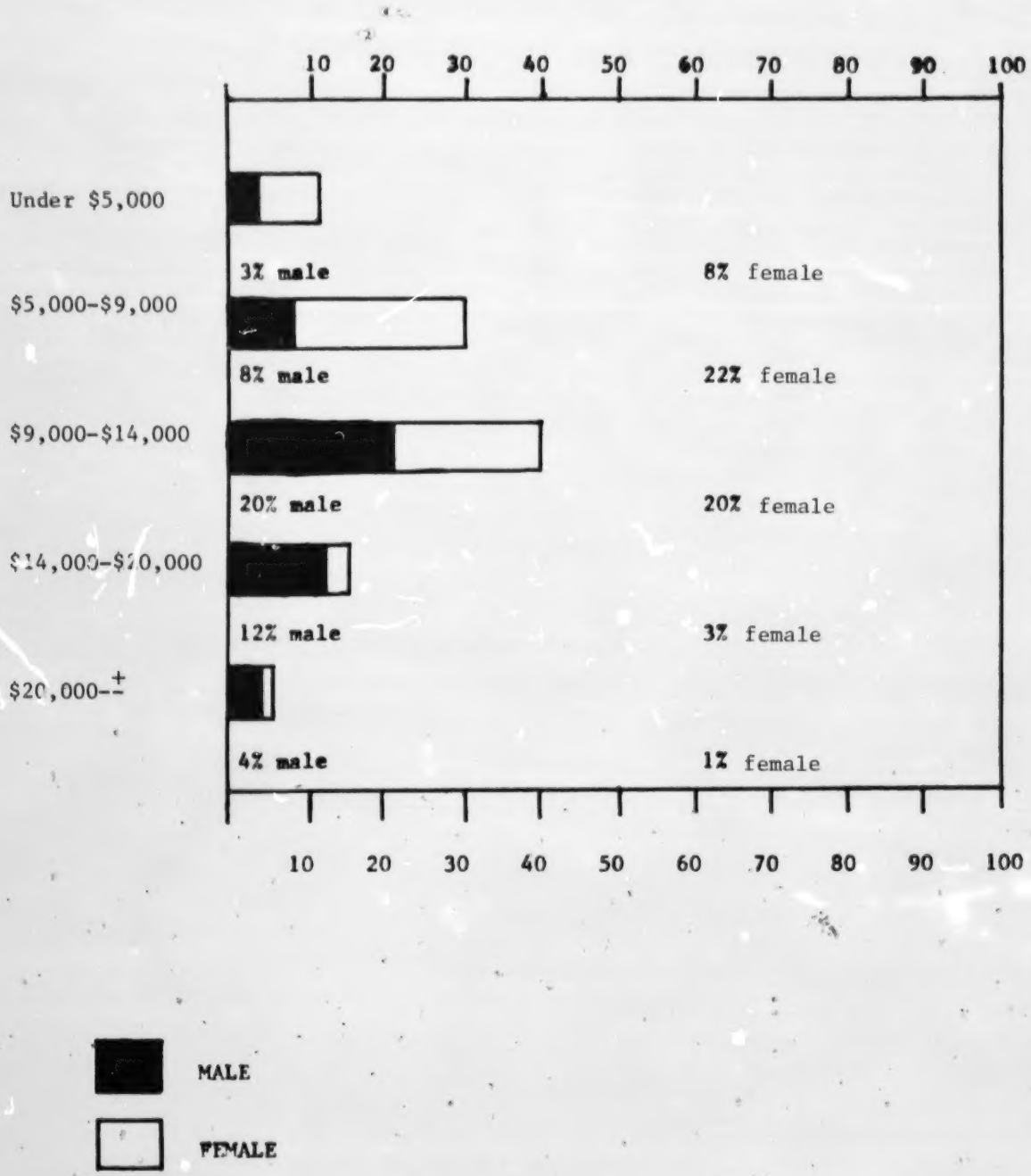
Percentage of all G.C.C. graduates responding



Graph 1 page 8a

HIGHEST ANNUAL SALARY

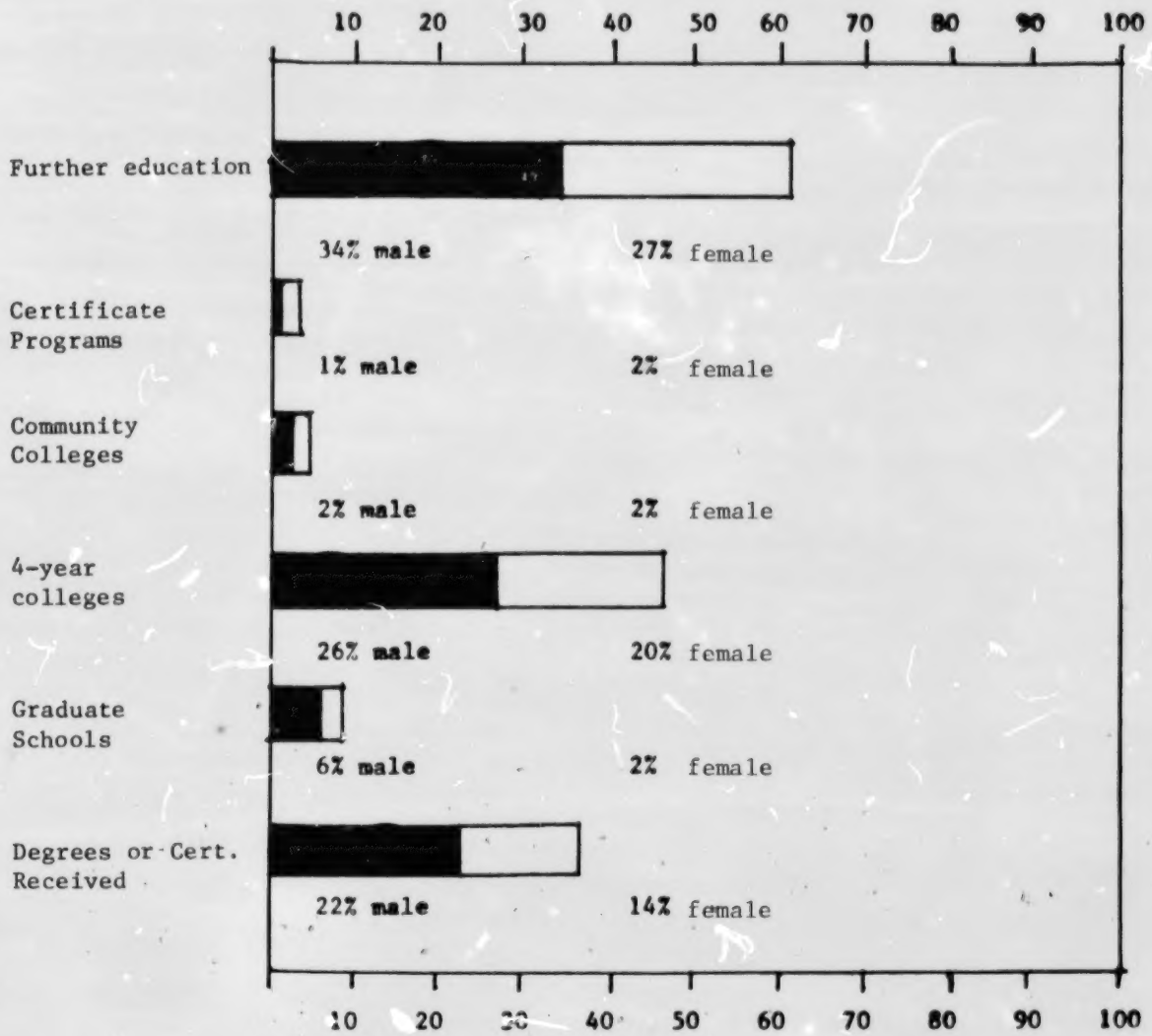
Percentage of G.C.C. graduates responding



Graph 2 page 8b

HIGHEST LEVEL OF FURTHER EDUCATION

Percentage of all G.C.C. graduates responding to survey



MALE

FEMALE

Graph 3 Page 8c

The decision was made to design a simple one page questionnaire in order to obtain a large return. (A sample of this questionnaire is included in Appendix B.) This decision was sound, and 42% of all G.C.C. graduates returned the survey. We were interested in the employment and educational patterns of our graduates.

Liberal Arts Program Results

The following results were obtained for graduates who received an associate degree in liberal arts in the Classes of 1964 to 1977:

- o 41% of all G.C.C. graduates were in the liberal arts program.
- o 42% of all liberal arts graduates responded.
- o 81% of all those responding have been employed full-time since graduation.
- o 64% of those responding are currently employed full-time.
- o 3% of those responding are currently unemployed.
- o The remaining 33% are currently employed part-time, and/or are students, and/or homemakers.
- o 80% of the responding graduates are currently Massachusetts residents.
- o 75% of those responding answered the salary range question: 7% of whom have earned more than $20,000/year; 15% of whom have earned between $14,000 and $20,000/year; 40% of whom have earned between $9,000 and $14,000/year; 26% of whom have earned between $5,000 and $9,000/year; and 12% of whom have earned less than $5,500/year as their highest annual salary. Thus, 62% of those answering the salary range question have earned in excess of $9,000/year.
- o 81% of those responding have gone on for further education: 1% of those going on for further education enrolled in certificate

programs, 7% in community colleges, 77% in four year colleges; and 15% in graduate schools as their highest level of education.

- o 64% of the responding graduates who went on for further education received additional degrees or certificates.

The following graphs display employment status (Graph 4); highest annual salary (Graph 5); further education, highest level of further education and degrees received (Graph 6). A breakdown for men and women is also represented on each group.

The raw data for these graphs and the preceding written summary can be found in Appendix F. Also, included in Appendix F is a description of liberal arts program; a representative list of employers and jobs held by liberal arts graduates; a representative list of colleges, universities, and programs of study into which liberal arts graduates transferred; and a representative sample of the additional comments made on the back of the survey form by some of the respondents.

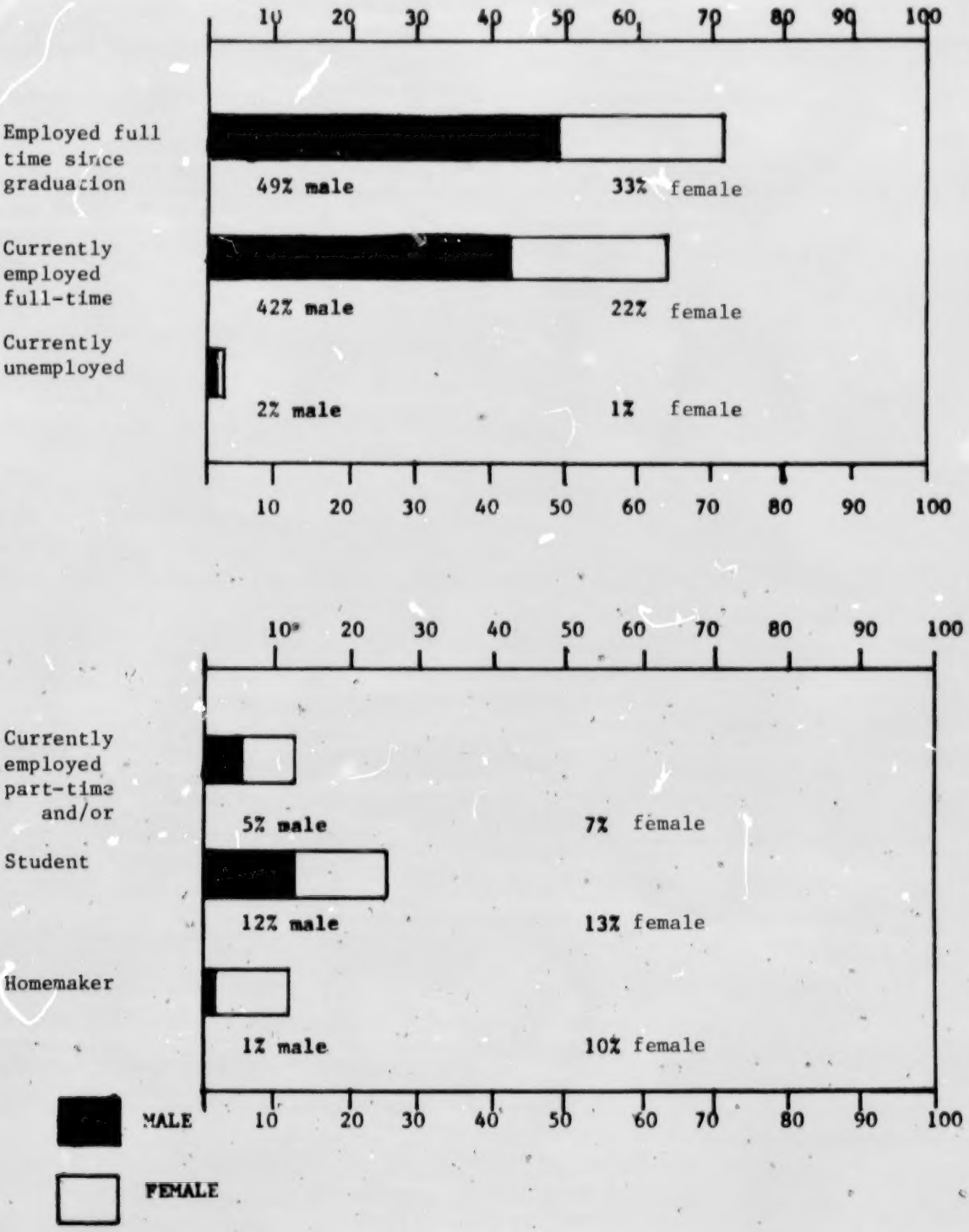
Career Program Results

The following results were obtained for graduates who received an associate degree from one of G.C.C.'s career programs in the Classes of 1964 to 1977:

- o 59% of all G.C.C. graduates were in career programs.
- o 42% of all career program graduates responded.
- o 85% of those responding have been employed full-time since graduation.
- o 65% of those responding are currently employed full-time.
- o 2% of those responding are currently unemployed.
- o The remaining 33% are employed part-time; and/or are students, and/or homemakers.

EMPLOYMENT STATUS

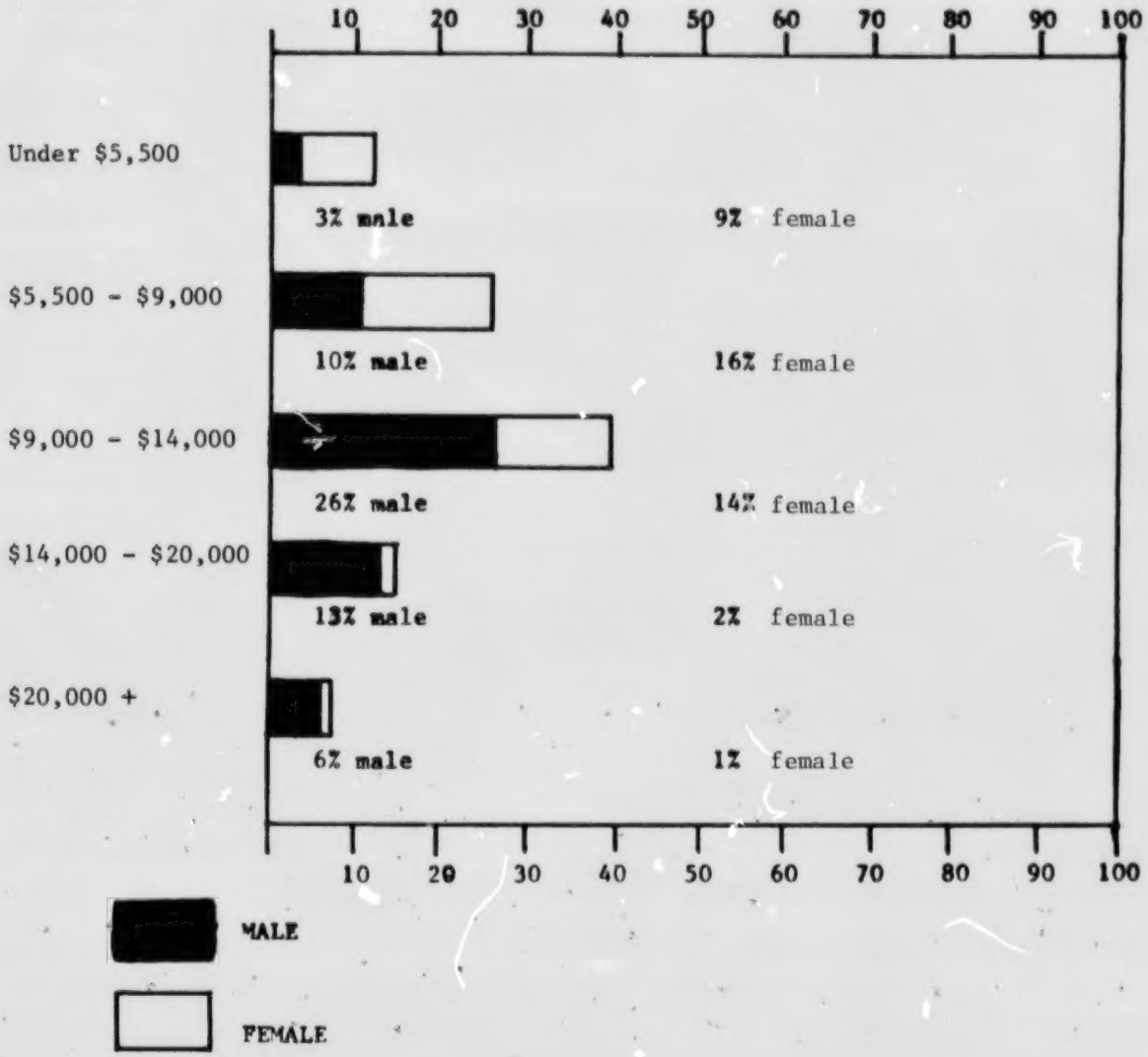
Percentage of Liberal Arts Graduates responding



Graph 4 Page 10a

HIGHEST ANNUAL SALARY

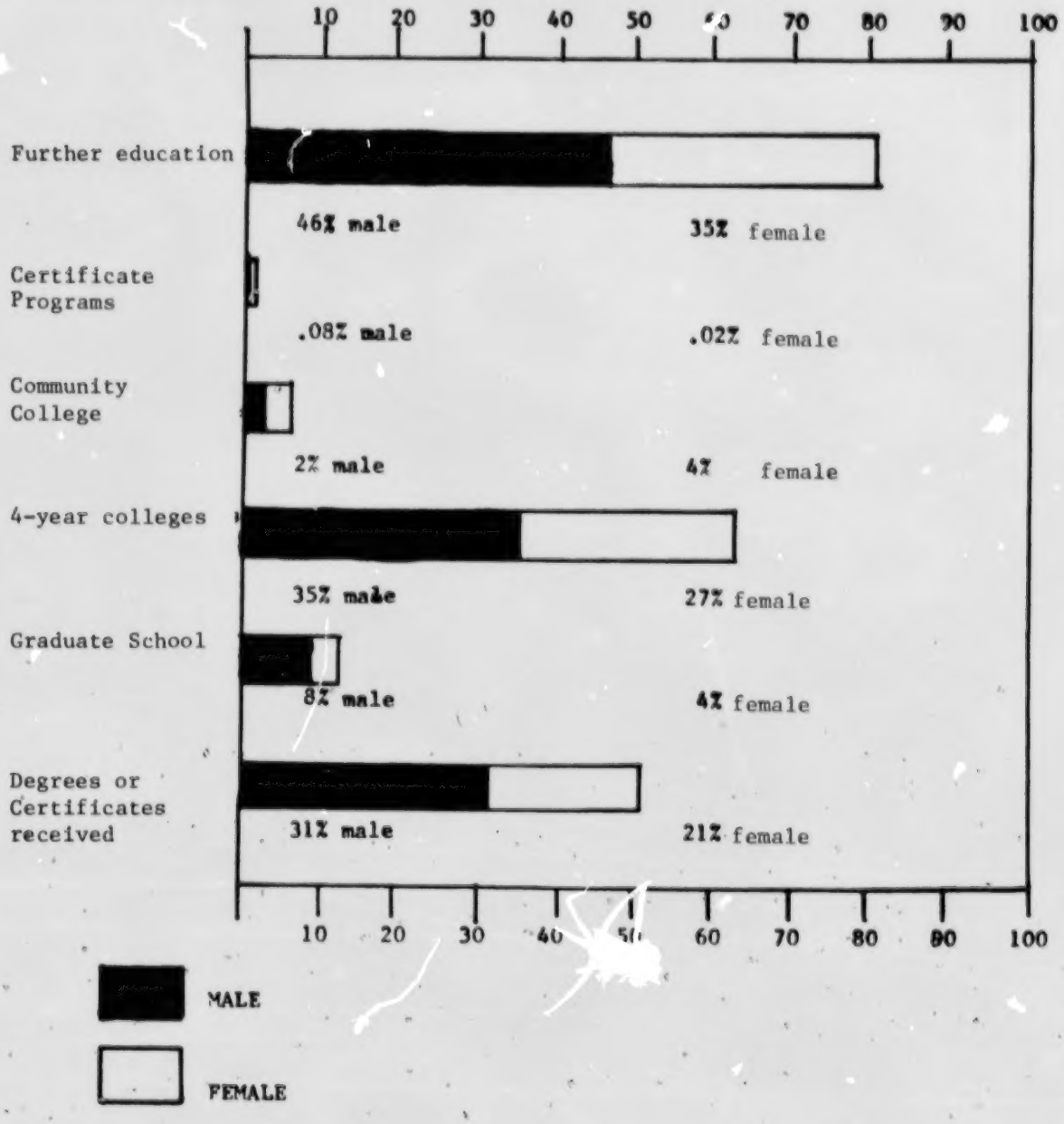
Percentage of Liberal Arts graduates responding to survey



Graph 5 - Page 10b

HIGHEST LEVEL OF FURTHER EDUCATION

Percentage of Liberal Arts Graduates responding to survey



Graph 6 Page 10c

- o 82% of responding graduates are currently Massachusetts residents.
- o 80% of those responding answered the salary range question: 4% of whom have earned more than $20,000/year; 14% of whom have earned between $14,000 and $20,000/year; 39% of whom have earned between $9,000 and $14,000/year; 33% of whom have earned between $5,000 and $9,000/year; and 10% of whom have earned less than $5,000/year as their highest annual salary. Thus, 57% of those answering the salary range question have earned in excess of $9,000/year.
- o 47% of those responding have gone on for further education: 8% of these were enrolled in certificate programs; 7% at a community college; 74% at a four year college; and 11% in a graduate school as their highest level of further education.
- o 54% of the responding graduates who went on for further education received additional degrees or certificates.

The following additional information is available for career program graduates only:

- o 65% of those responding have been employed in the same area as their G.C.C. program.
- o 15% of those responding have been employed in an area related to their G.C.C. program.
- o 20% of those responding have been employed in an area unrelated to their G.C.C. program since graduation.
- o 11% of those responding have had a change in career interests since graduation.

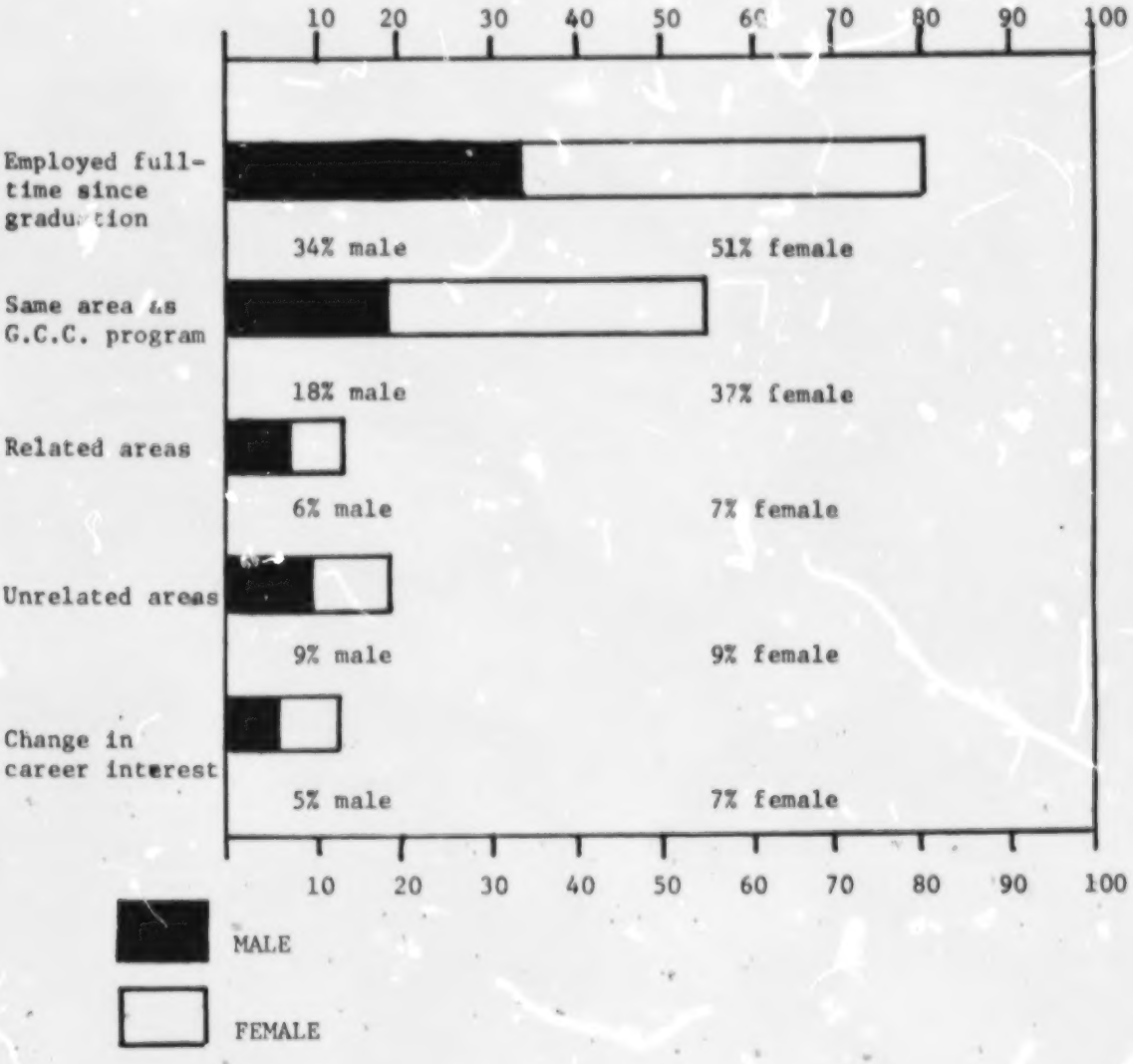
- o 62% of those going on for further education enrolled in the same area of study as their G.C.C. program.
- o 20% of those going on for further education enrolled in an area related to their G.C.C. program.
- o 18% of those going on for further education enrolled in an area unrelated to their G.C.C. program.

The following graphs display the extent to which employment is related to programs of study at G.C.C. (Graphs 7 and 8); employment status (Graph 9); highest annual salary (Graph 10); the extent to which further education is related to program of study at G.C.C. (Graphs 11 and 12); further education, highest level of further education, and degrees received (Graph 13). A breakdown for men and women is also represented in each graph.

The raw data for these graphs and the preceding written summary can be found in Appendix G. Also, included in Appendices H through AA are descriptions of each of the career programs; the raw data for each program; a list of colleges, universities and programs of study into which graduates of each of the career programs transferred; and a listing of the additional comments made on the back of the survey forms by some respondents from each of the career programs.

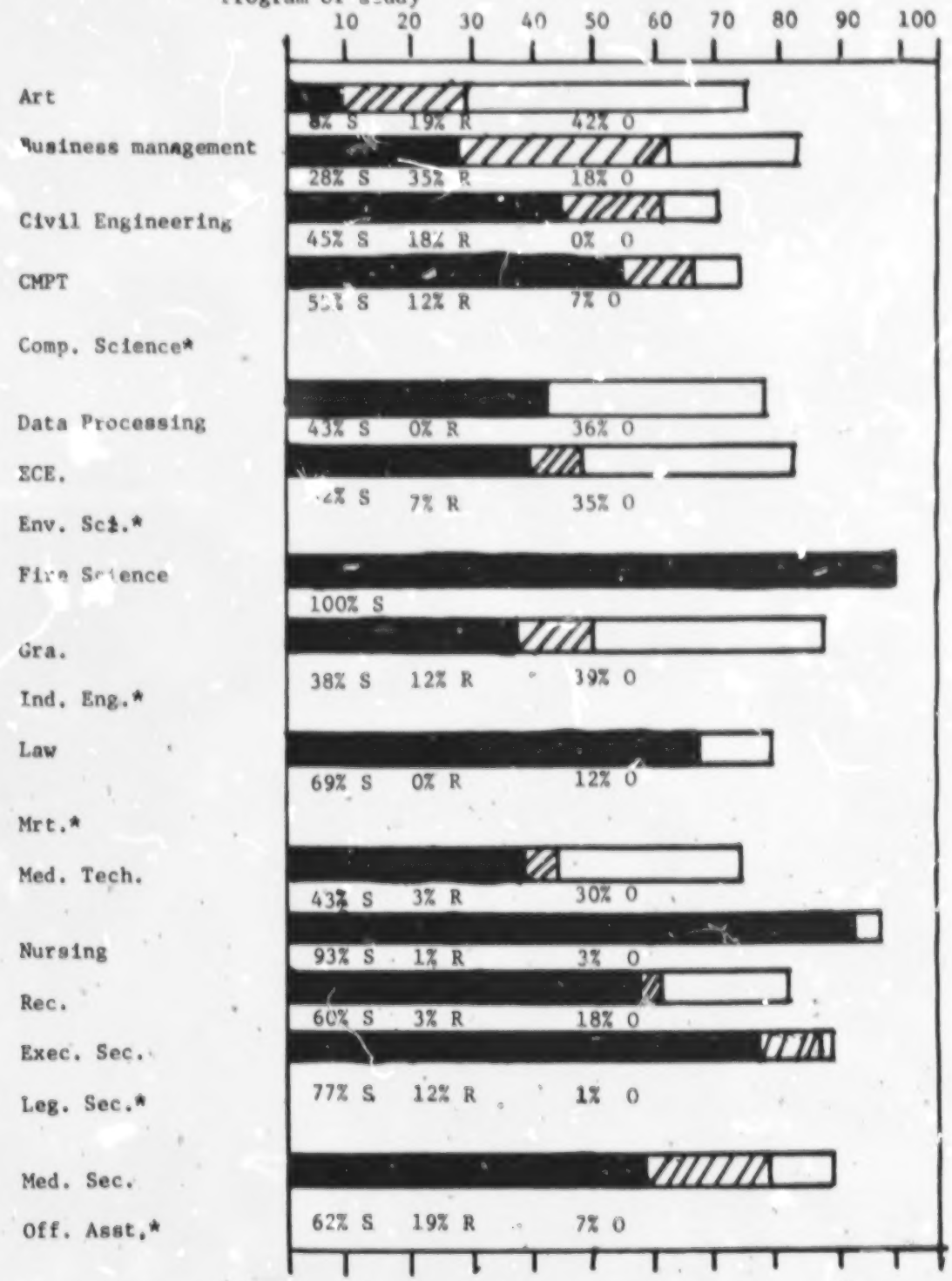
EMPLOYMENT HISTORY

Percentage of Career Program graduates responding



Graph 7

Full - Time Employment in Areas Same, Related, or Unrelated to Program of study

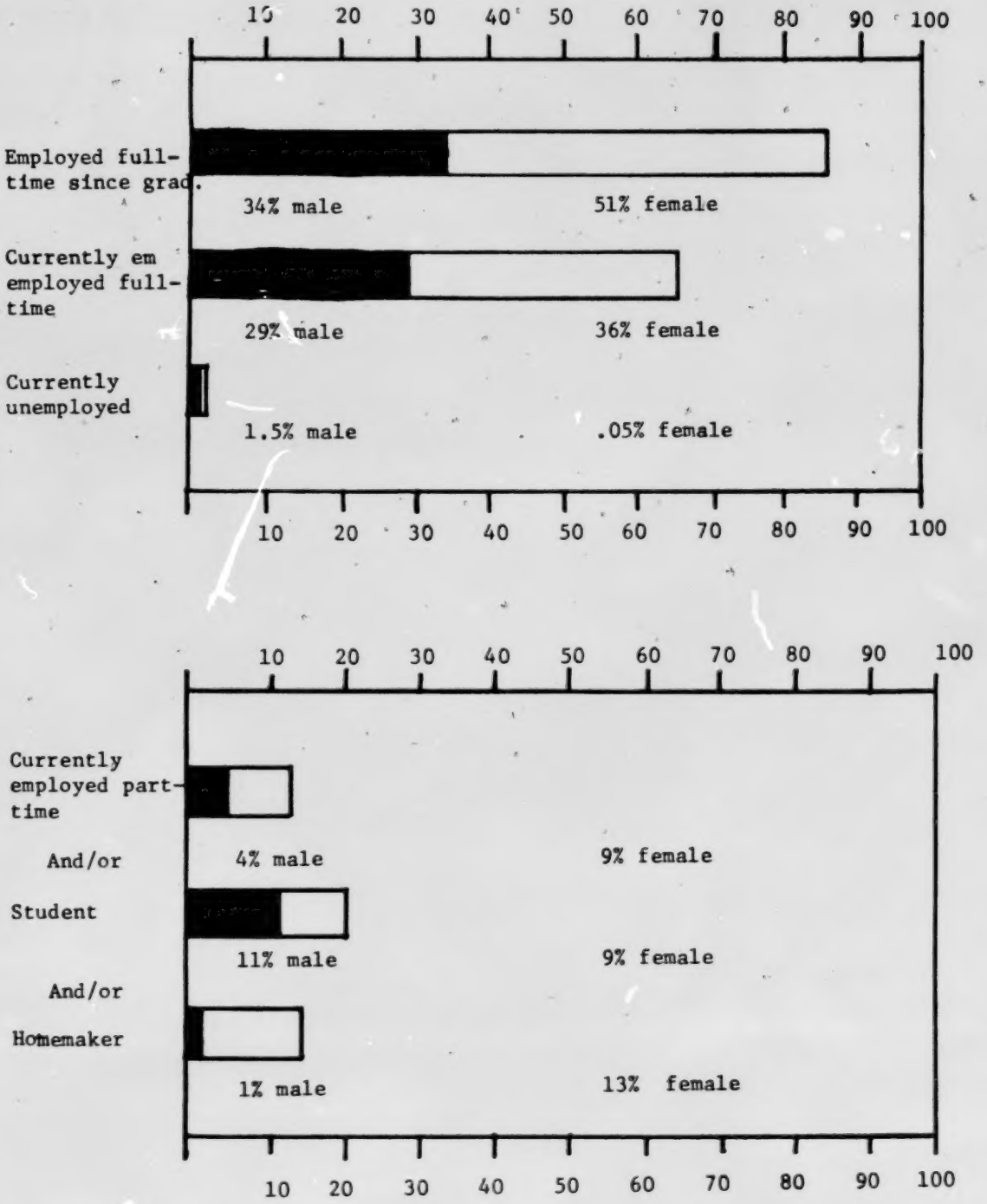


* Insufficient Data

Graph 8 Page 12b

EMPLOYMENT STATUS

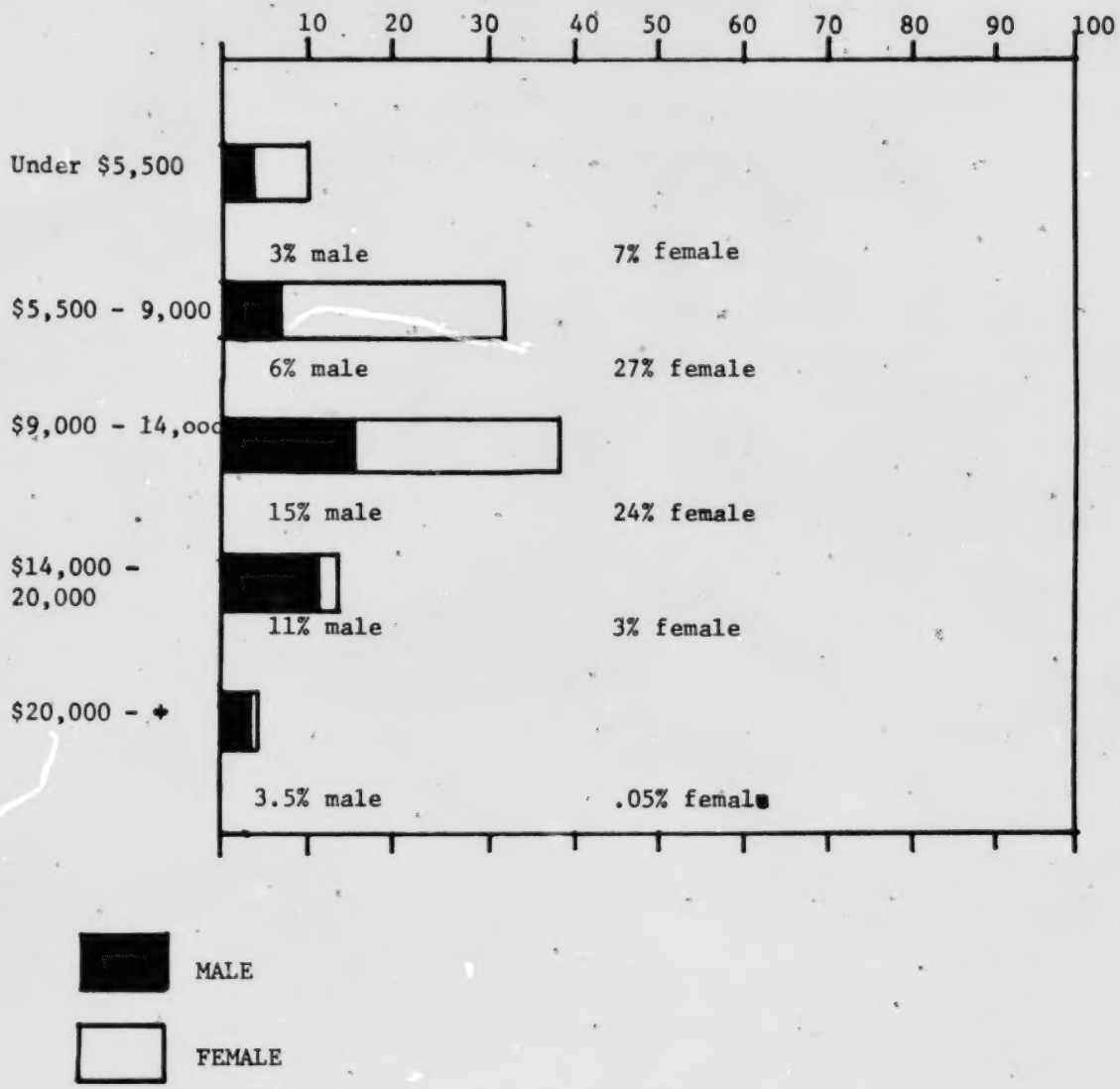
Percentage of Career Program graduates responding



Graph 9

HIGHEST ANNUAL SALARY

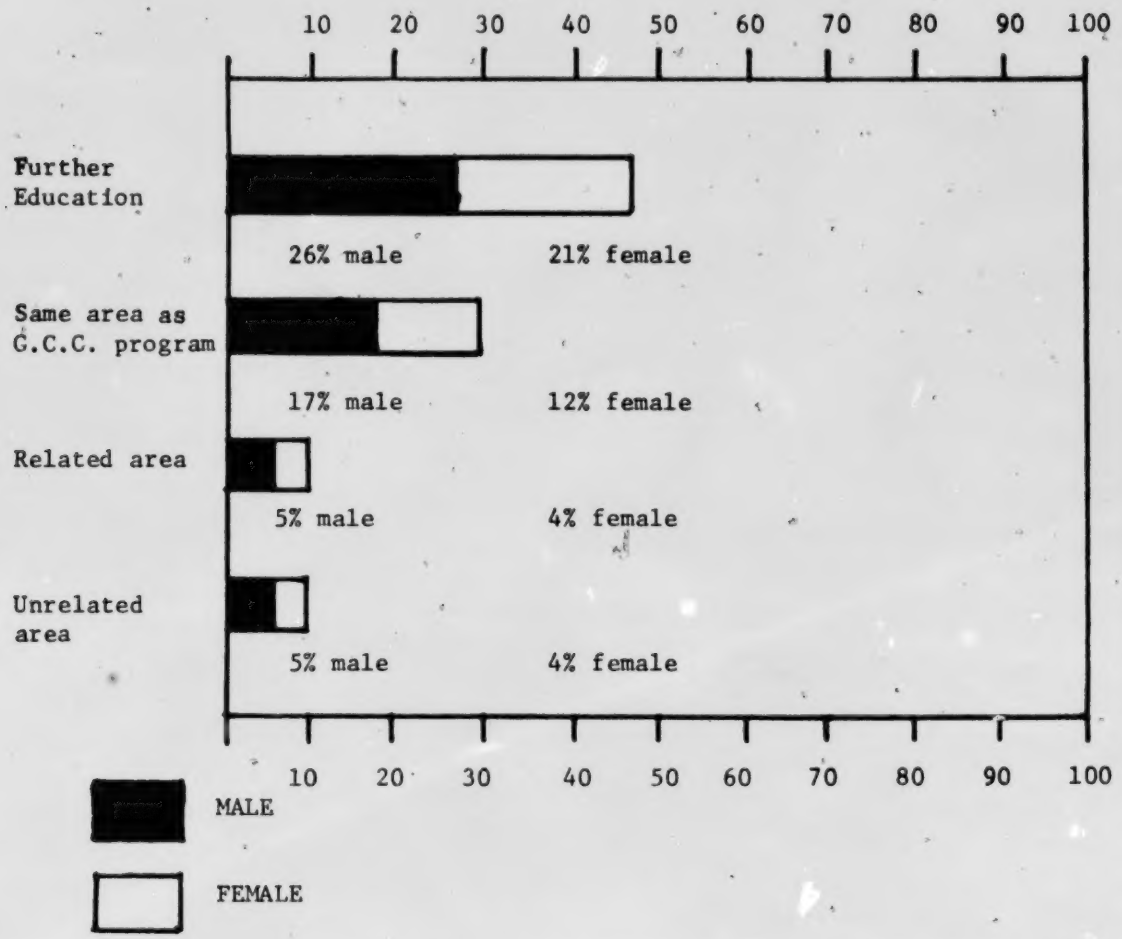
Percentage of Career Program graduates responding



Graph 10

FURTHER EDUCATION

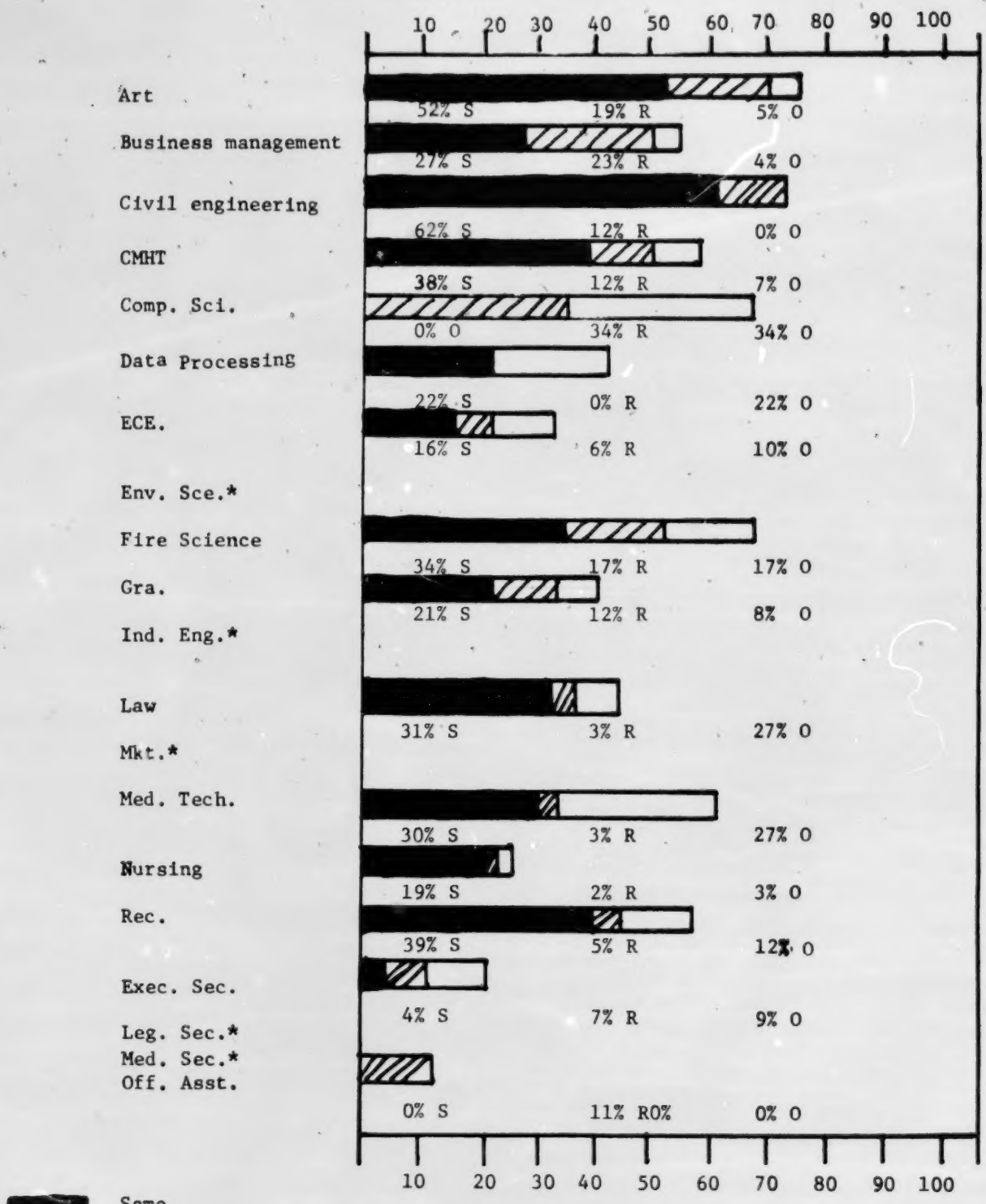
Percentage of Career Program graduates responding



Graph 11

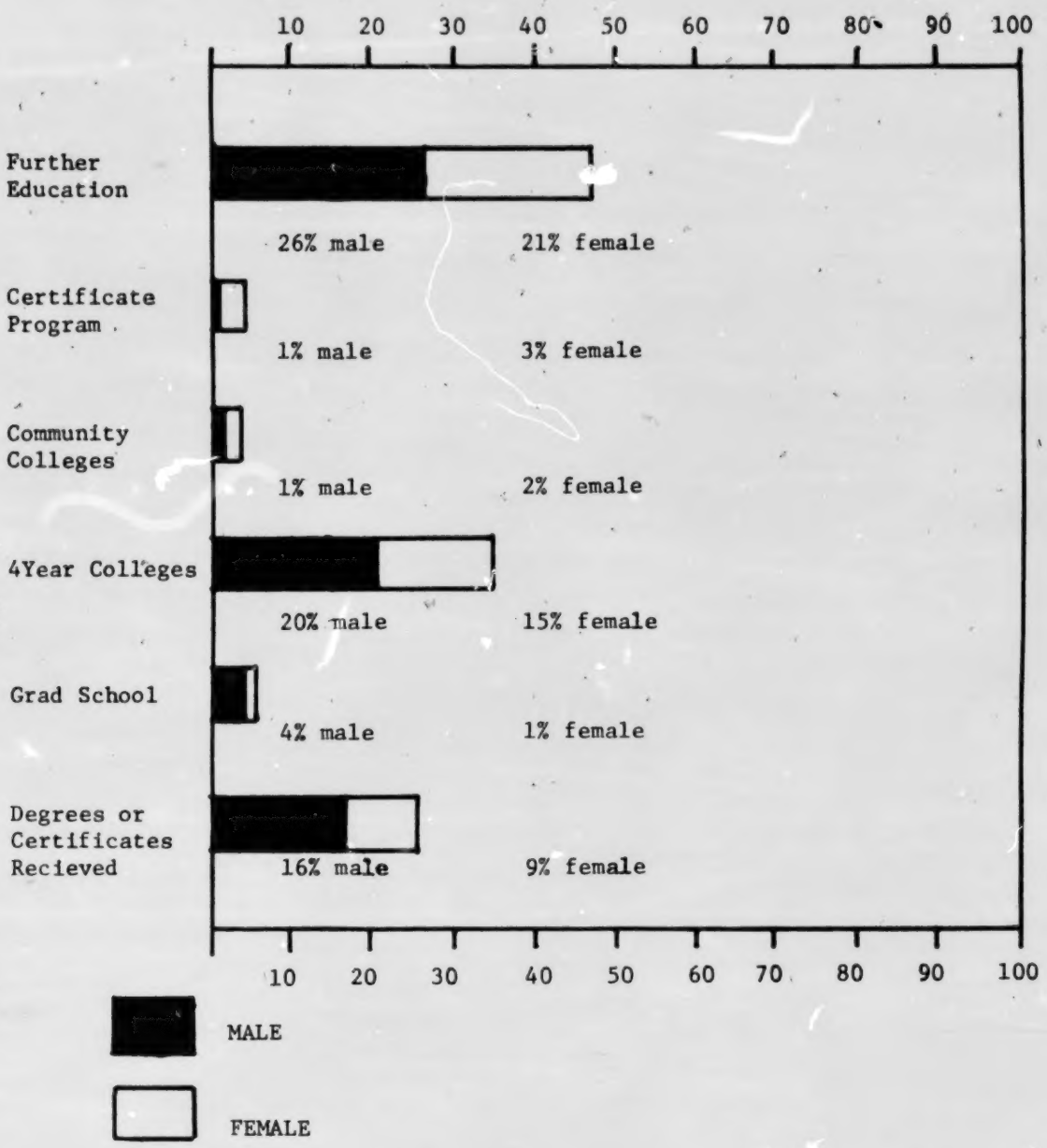
FURTHER EDUCATION IN AREAS OF STUDY

Percentage of graduates responding



HIGHEST LEVEL OF FURTHER EDUCATION

Percentage of Career Programs graduates responding



SUMMARY

This report is primarily addressed to the employment and educational patterns of Greenfield Community College graduates. The quickest way to get a feel for these patterns is to skim through the listing of full-time jobs held by the graduates of each academic program which can be found in Appendices F and H through AA. Also, notice the various colleges, universities, and programs of study which people enter after they graduate from G.C.C.

Throughout this report the general findings for all G.C.C. graduates are reported and then broken down into two major academic programs—liberal arts and career. The specific focus of the report includes employment status, highest level of further education, and highest annual salary.

Response Rate

42% of the career and the liberal arts program graduates from the classes of 1964 through 1977 responded to the survey. (A sample of the follow-up survey developed for this report can be found in Appendix B.) 47% of the respondents were men and 53% women, which is about the same ratio as the percentages of men and women who have graduated.

Employment Status

84% of the graduates who responded to the survey have been employed full-time since graduation from G.C.C. 48% of these respondents were men and 52% women. There are considerably more women than men in the career programs reflected by the high percentage of women employed full-time in the career program totals. Specifically, women greatly outnumber the men in Early Childhood Education, Nursing, Recreation, and the three

Secretarial Science programs.

65% of the graduates who responded to the survey are currently employed full-time, with 2% being unemployed and the remaining 33% being employed part-time and/or are students and/or homemakers. A slightly greater percentage of men than women are currently working full-time. This is reflected most dramatically in the large percentage of women rather than men who are homemakers. However, in part-time employment and student status the percentage of women is greater than or equal to the percentage of men except in case of career program graduates who are currently students. Thus, we have a large number of women graduates who are currently working full-time or, in some combinations, are working part-time and/or are students and/or homemakers.

Highest Annual Salary

There was approximately the same distribution for career and liberal arts graduates in the five salary ranges that represented highest annual salary. The average highest annual salary range was clearly $9,000-$14,000 with approximately 60% of the graduates earning in excess of $9,000 per year. There were slightly more career program graduates in the $5,500 to $9,000 range with the greatest percentage of these being women. This trend is reflected in the salary range data for Early Childhood Education, Graphics, Recreation, and Secretarial Science graduates. This, in part, accounts for the fact that a greater percentage of men graduates are found in the higher salary ranges.

81% of all respondents are currently Massachusetts residents. This, coupled with the salary range data, points to a favorable generation of tax revenue from G.C.C. graduates.

Highest Level of Further Education

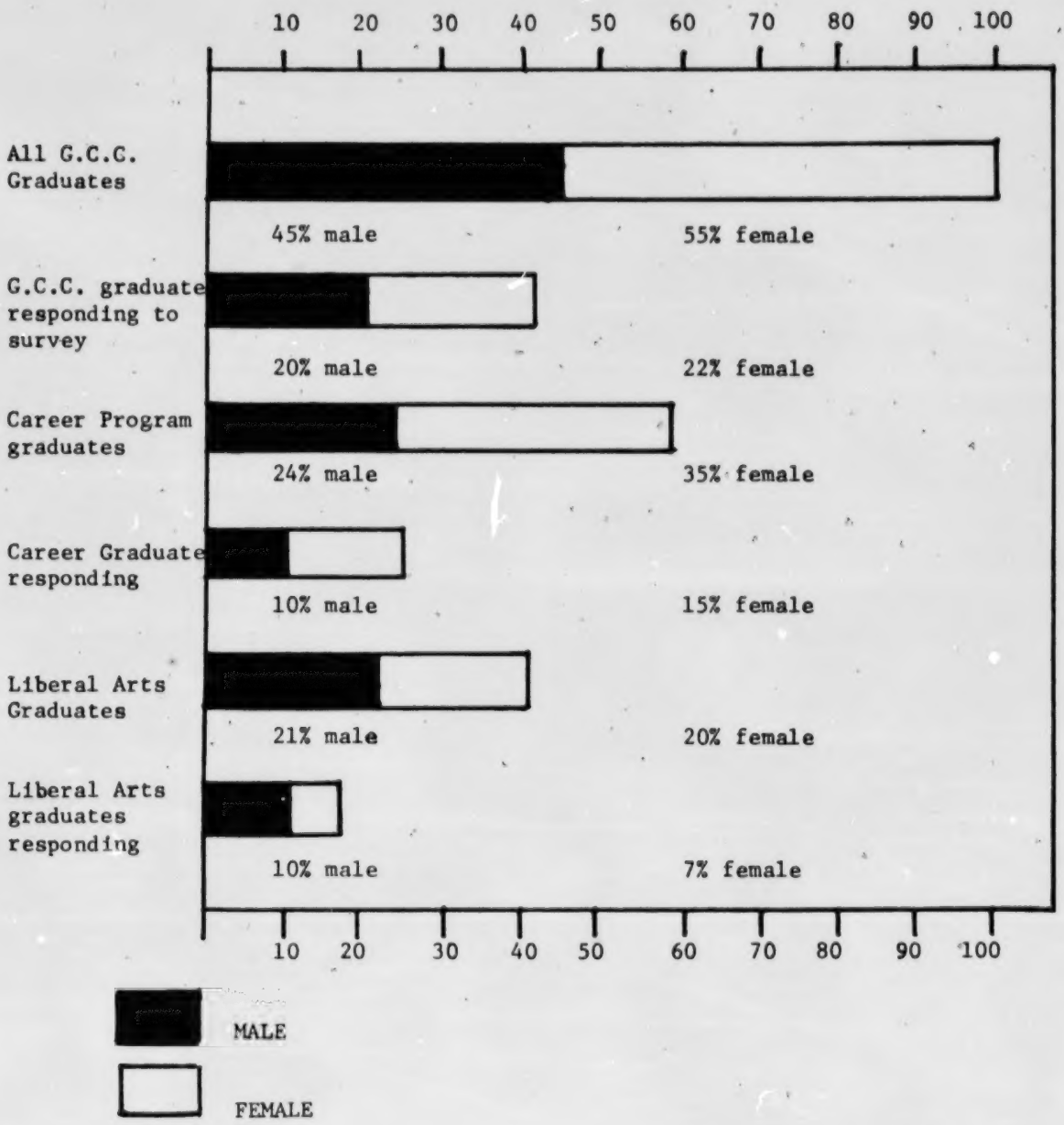
61% of all G.C.C. graduates who responded to the survey have gone on for further education, with more than half of these receiving additional degrees. As expected, a higher percentage of liberal arts graduates than career program graduates go on for further education, with slightly more men than women going on in each case.

The majority of our graduates continue on at four year colleges or universities, with some going on to a graduate school. The others receive additional training at a community college or from various certificate programs. It is important to consult the further education lists for each program in the Appendices. Here the reader can quickly get a feel for the variety of schools and programs G.C.C. students enter after graduation.

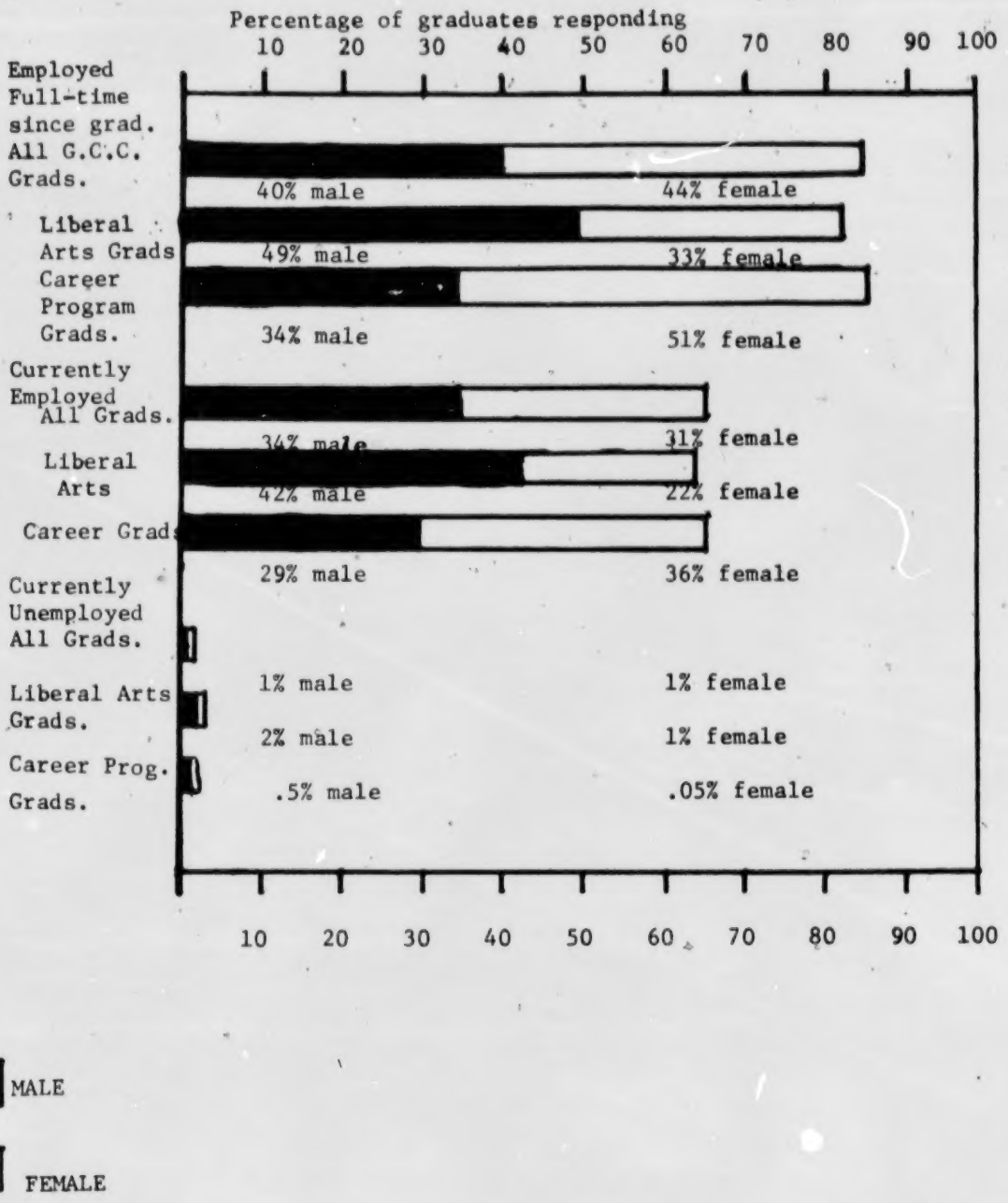
The following graphs display the percentages of men and women who graduated from G.C.C. and who responded to the survey (Graph 14); their employment status (Graphs 15 and 16); their highest annual salary (Graph 17); and their highest level of further education (Graph 18). A breakdown for men and women is represented on each graph.

These graphs are a compilation of the graphs appearing in the "Results" section of this report which also includes a detailed summary of the data. The raw data used to construct these graphs and the preceding written summary may be found in Appendices E, F, G, and BB. Also included in Appendix BB are copies of the follow-up summaries appearing in the "Results" section but with the percentages of men and women in each category added.

PERCENTAGE OF MEN AND WOMEN GRADUATES AND RESPONDENTS



EMPLOYMENT STATUS

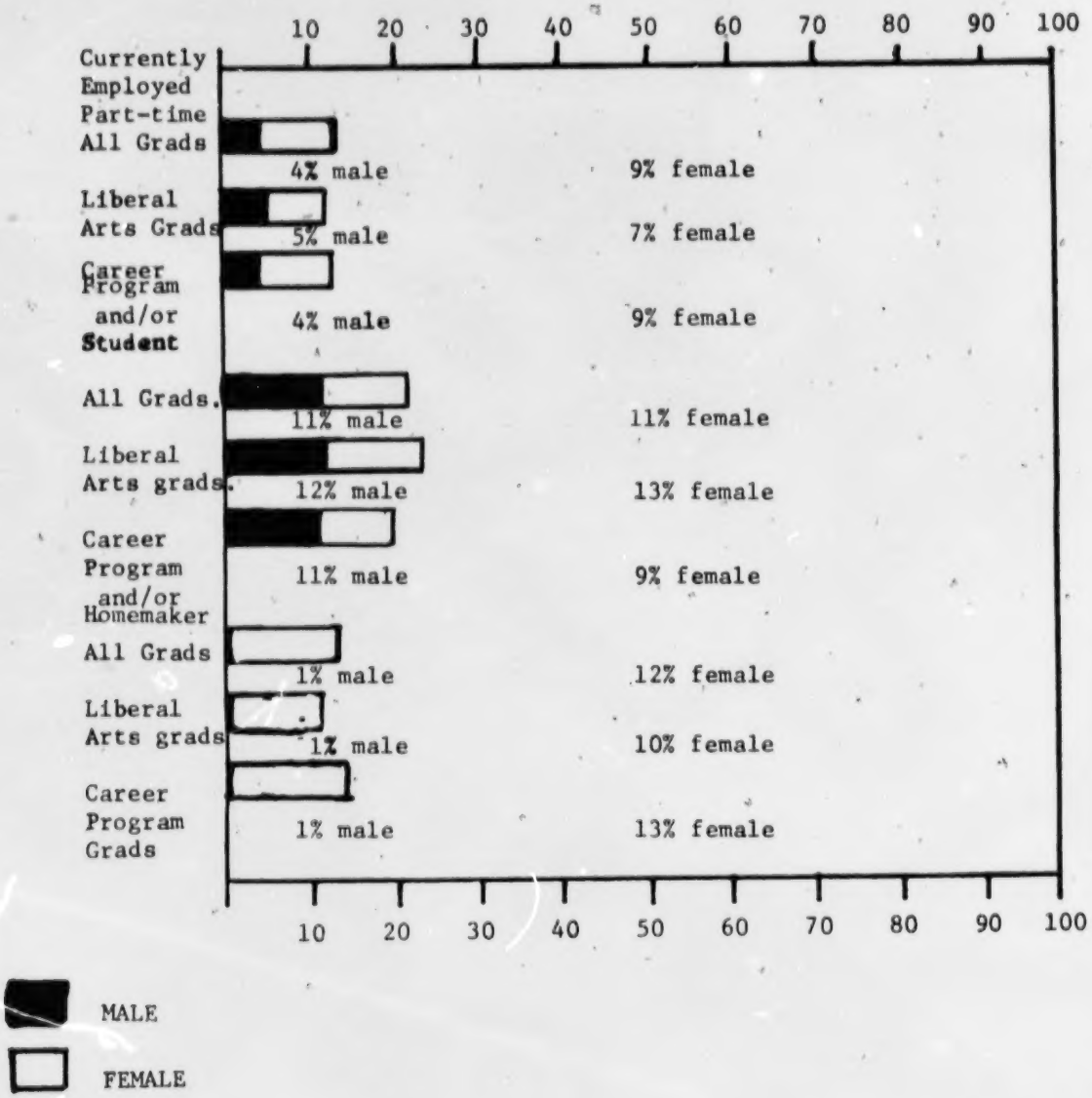


MALE

FEMALE

Graph 15

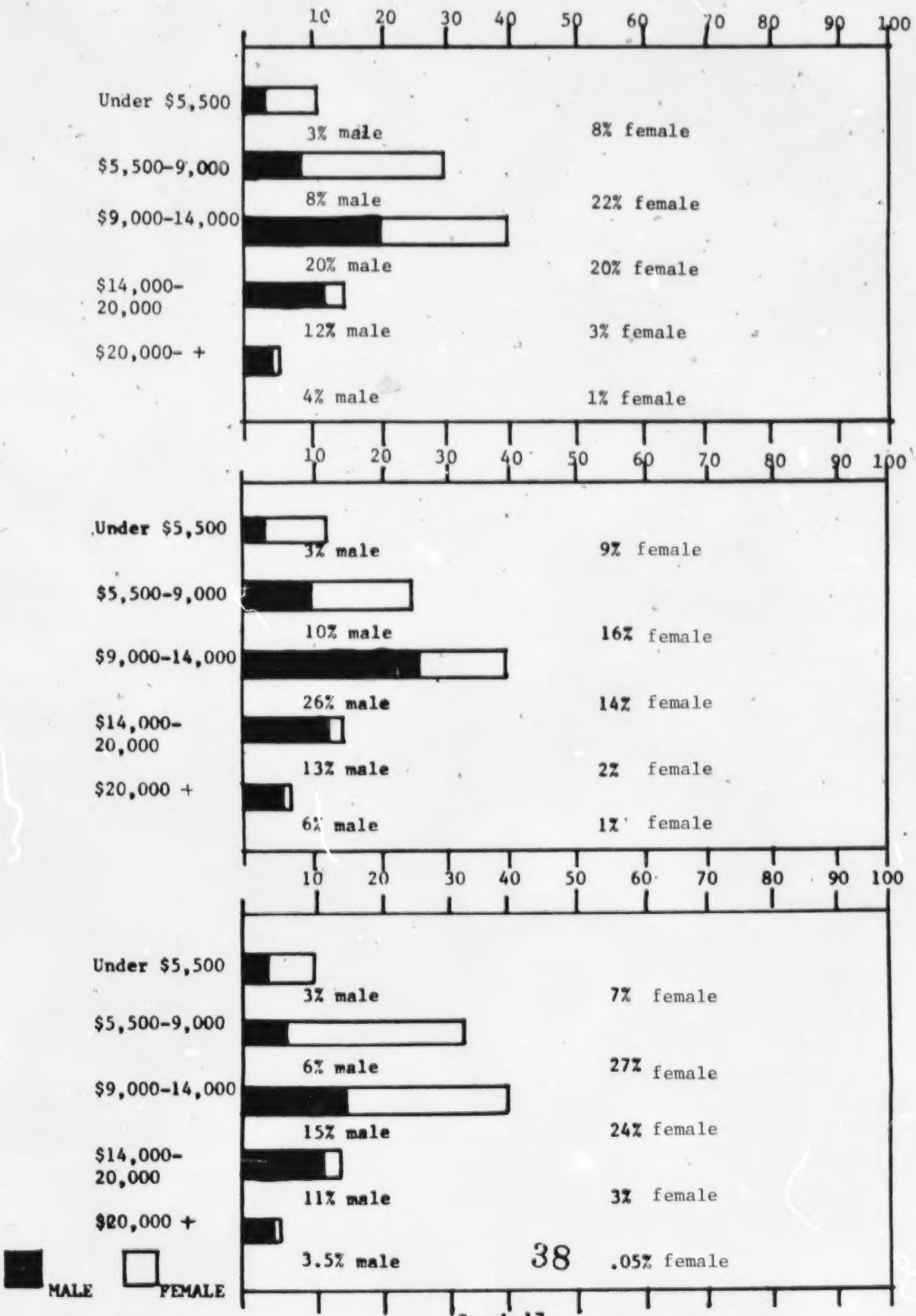
EMPLOYMENT STATUS
Percentage of graduates responding



Graph 16

HIGHEST ANNUAL SALARY

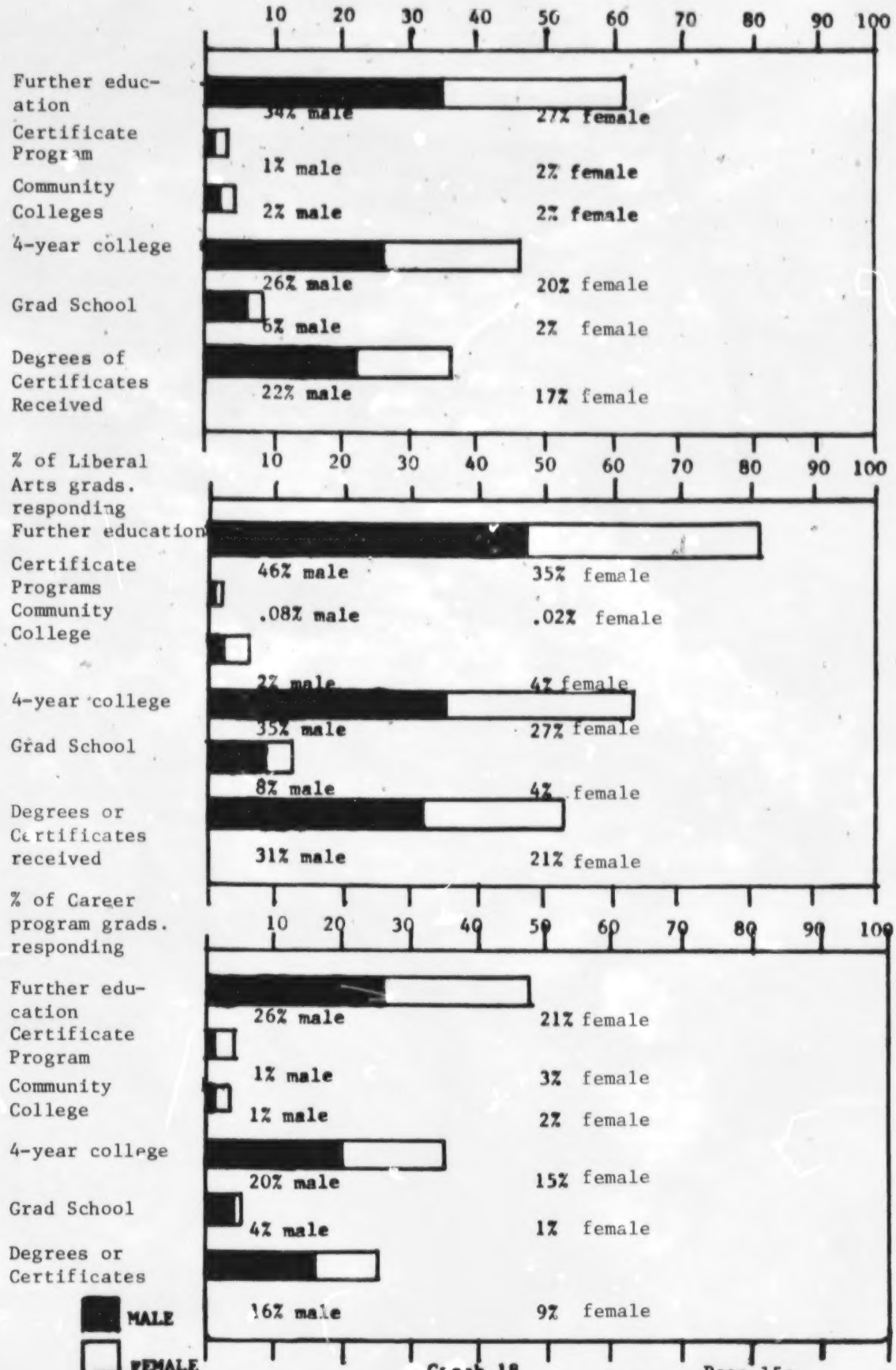
Percentage of all G.C.C. grads. responding to survey



Graph 17

HIGHEST LEVEL OF FURTHER EDUCATION

Percentage of all G.C.C. grads. responding



Graph 18

Conclusions

The conclusions of this report will follow from the objectives established in the "Purpose of the Study" section. These were:

(1) Information for evaluating the placement success of G.C.C. graduates in jobs and further education.

Our placement success appears to be very good. Of these:

- o 42% of all G.C.C. graduates responded.
- o 84% have been employed full-time since graduation.
- o 98% of the graduates who responded are currently employed full-time or part-time, and/or are students, and/or homemakers.
- o 60% have earned in excess of $9,000/year (40% in the $9,000-$14,000 range; 15% in the $14,000-$20,000 range; and 5% in the $20,000+ range).
- o 61% have gone on for further education. 59% of these received additional degrees.

(2) Descriptive data on former students for use in recruiting and placing students.

The descriptive information on each academic program found in Appendix F (Liberal Arts) and H through BB (Career Programs) will be very useful for this purpose. Here the reader will find a description of each program; data describing the employment status, level of further education, and highest annual salary of the graduates of each program, which is also broken down for men and women; a listing of all the jobs held by the graduates of each program, including a listing of employers; a listing of all the colleges, universities, and programs of study attended by the graduates of each program; a compilation of the additional

comments included on the back of the survey form by some of the graduates in each program.

(3) The extent to which placement is related to educational training at G.C.C.

This information was available for the career program only. Because of the general nature of liberal arts education at a community college, it could not be determined whether employment and further education patterns of liberal arts graduates were in an area which was the same, related, or unrelated to their program of study.

85% of the career program graduates who responded have been employed full-time since graduation. 80% of these career program graduates have been employed in an area as or related to their G.C.C. program (65% in the same area and 15% in a related area).

82% of all career program graduates going on for further education enrolled in the same or related area of study as their G.C.C. program (62% in the same area and 20% in a related area). 47% of all career program respondents have gone on for further education.

This summary is graphically represented in the "Results" section of this report. Specifically, Graphs 7 and 11 depict the extent to which employment and further education are related to program of study for career program respondents. Graphs 8 and 12 provide the same information for the respondents from each career program.

(4) A data base on Greenfield Community College graduates, including the updating of addresses.

We now have a much better idea of what happens to our students after they graduate. We can speak with some degree of authority about the employment and further education patterns of a significant percentage

of our graduates. We were also able to update our alumni list so that future follow-up efforts should yield an even higher rate of return.

(5) An on-going data collection process and the design of a future follow-up plan.

A second report is being written simultaneously with this report which will include recommendations for the design of future follow-up studies. Much of the information gathered by a search for techniques of follow-up study design and methodology by the ERIC Clearinghouse for Junior Colleges will be very helpful in the writing of the second report. A listing of these studies and reports can be found in the Bibliography of this report.

As mentioned in the Introduction to this report, future studies should attempt to determine the impact community college education has upon the lives of the many students who attend Greenfield Community College without formally receiving a degree. Looking at graduate data alone reflects a segment of our professional activity and not the total picture.

(6) Follow-up information for the on-going curriculum development efforts of the college.

The Dean of Faculty and the Division Directors have considerable interest in using this information in our continuing efforts to plan our programs intelligently and to manage ourselves efficiently.

Recommendations for Future Study

This report describes the impact Greenfield Community College has upon the employment and educational patterns of its graduates. An equally important task is the demonstration to the state legislature and other funding sources that we are a rural community college with unique needs.

One very helpful starting point for this effort is the use of a series of reports developed by the Task Force of Small/Rural Community Colleges of the American Association of Community and Junior Colleges. Position Papers Numbers 2 and 3 of the Task Force Report are included in Appendix CC.

Position Paper No. 2, "Financing the Small College," states that "any system of division of resources among institutions which is based upon equal funding per unit is an inequitable system and is prejudicial against the smaller rural community colleges. This is true whether the 'unit' is that of FTE student, average daily attendance, student credit hours, student contact hours, credit hours by program, students by program, or most of the other commonly practiced systems." Such funding systems, the report continues, translate into disadvantages for the smaller, rural community college with its higher costs of operation per unit.

Position Paper No. 3, "Small Colleges and Accrediting Agencies," reports the various boards, organizations, state and federal agencies, and accrediting associations often judge smaller community colleges by the same standards as larger community colleges. Not only is this inappropriate, according to the report, but there tends to be an "assumed accreditability" of the larger institutions while the smaller rural colleges must constantly prove themselves. The paper goes on to say the smaller community college should be compared to other similar colleges and should be judged primarily by representatives from peer institutions.

In addition to attempting to demonstrate the uniqueness of rural community colleges, there is a need to further evaluate the educational experience at Greenfield Community College. Some additional areas for

future study include:

(1) Specific recommendations for future follow-up design, including the development of a follow-up methodology, i.e., ways, means, instruments, relationships, and methods.

(2) A survey of students leaving Greenfield Community College prior to graduation. Graduate data describes only a portion of the educational contribution made by a community college.

(3) Information indicating the effectiveness of student preparation for employment, including the students' perception of their preparation for employment, and the development of an employer follow-up that would seek employers' perception regarding the preparation of students for employment.

(4) Information indicating the effectiveness of student preparation for further higher education, including students' academic performance at other colleges and universities; other higher educational institutions' perception of student preparation; and students' perception of their preparation for further study.

(5) Information indicating the factors contributing to students leaving G.C.C. prior to graduation, including career objectives of early leavers and their perception of the educational program in which they were enrolled.

(6) Information for assisting students with special needs or continuing placement needs, including information on the number of former students experiencing job placement difficulties (this information is available for G.C.C. graduates as a result of this current follow-up study); the number of students experiencing

further educational difficulties; and the factors contributing to placement difficulties. Programs and methods should be developed for assisting students with special placement needs. This can be accomplished in part by using some of the information from this follow-up study. For example, students' interests can be matched with graduates who have worked or studied in the same field, making possible a referral for informational purposes.

List of Graphs

		PAGE
1.	Employment status of G.C.C. graduates.	8a
2.	Highest annual salary of G.C.C. graduates.	8b
3.	Highest level of further education for G.C.C. graduates	8c
4.	Employment status of liberal arts graduates.	10a
5.	Highest annual salary of liberal arts graduates.	10b
6.	Highest level of further education for liberal arts graduates.	10c
7 & 8.	The extent to which employment is related to programs of study at G.C.C. for career program graduates, and graduates of each career program.	12a 12b
9.	Employment status of career program graduates.	12c
10.	Highest annual salary of career program graduates.	12d
11 & 12.	The extent to which further education is related to program of study at G.C.C. for career program graduates, and graduates of each career program.	12e 12f
13.	Highest level of further education for career program graduates.	12g
14.	Percentages of men and women who graduated from G.C.C. and who responded to the survey.	15a
15 & 16.	Comparison of the employment status of liberal arts and career program graduates.	15b 15c
17.	Comparison of the highest annual salary of liberal arts and career program graduates.	15d
18.	Comparison of the highest level of further education for liberal arts and career program graduates.	15e

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